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ABSTRACT

This junior high teaching unit, Modeling: What's It All About, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with modeling career opportunities and requirements. (The unit is one of five in the series on fine arts and humanities careers and is also classified in the consumer and homemaking career clusters. For these and junior high units in other clusters, see CE 025 738-765.) (LRA)

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FOREWORD

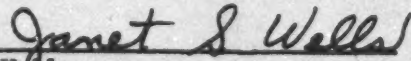
Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

MODELING - WHAT'S IT ALL ABOUT

Fine Arts and Humanities Occupations Career Cluster

and

Consumer and Homemaking Related Occupations

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Fine Arts and Humanities Career Cluster

MODELING - WHAT'S IT ALL ABOUT

RATIONALE

In a society in which youth and physical attractiveness are highly valued, many young people are attracted to modeling as a career. This unit is designed to acquaint students in Drama classes with career opportunities and requirements. Since modeling also plays a part in the consumer awareness of each person, students can profit from an insight into career demands and rewards, and by practicing skills which may be useful in this area.

GOALS

The pupil goals of this unit are to:

- Become aware of the varieties of career opportunities in modeling.
- Become aware of requirements to enter into the field of modeling as a career.
- Gain an awareness of job opportunities open in the field of advertising.
- Gain an understanding of working conditions required of a model.
- Gain an understanding of advertising ethics.
- Gain an awareness of how advertising creates a desire to identify with the product and the model.

PERFORMANCE OBJECTIVES

By the end of this unit the students will be able to:

- Identify three different types of models and briefly describe their responsibilities and the skills necessary in order to perform their job.
- Identify the requirements necessary to enter into the field of modeling.
- Identify four types of advertising in which modeling would be used.
- Describe working conditions required of a model.
- Discuss ethics in advertising.
- Relate how advertisers create a desire to identify with the product and the model.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

Use library or Career Center materials such as the Occupational Outlook Handbook, VIEW materials, and occupational briefs.

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS

(Please preview first, to be certain of suitability for specific students and situations).

Films: MP 2781 Facial Care
MP 1300 Make-Up
MP 1306 Posture in Motion
MP 1320 Why Not Be Beautiful
FS 1322 Your Clothing
FS 1323 Your Face
FS 1324 Your Figure
FS 1325 Your Hair
FS 1326 Your Hands and Feet
FS 1060 Toward a Clear Complexion

COMMUNITY RESOURCES

Trena Stanton; 7005 Retriever Ct.; 834-2866; Bakersfield.

Academy of Charm; 3130 Union Ave.; 322-4276; Bakersfield.

Geri Mitchell; Campus Deb. Program; Brocks; 327-1731; Bakersfield.

Fine Arts and Humanities Career Cluster

MODELING - WHAT'S IT ALL ABOUT

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

Take the written PRETEST to find out how much you already know about careers in modeling.



2. WHAT'S IT ALL ABOUT?

Modeling is a glamorous, fascinating, highly competitive career. It offers young men and women a chance to meet exciting people, work in attractive surroundings and wear fashionable clothes. To find out more about the career, read the "Modeling - What's It All About" fact sheet. Use this sheet and materials from your library or Career Center to find answers to the questions on the Modeling Worksheet. Share your findings in a class discussion.

MODELING - WHAT'S IT ALL ABOUT?

If you want to be a model, then...

● KNOW WHAT IT TAKES:

Good looks are important for modeling, but they're only the beginning!

Stamina - physical "staying power" to spend long hours posing, often under lights, and keep looking great.

Agility - to move gracefully, and to manage many fast costume changes during a fashion show.

Talent - to act out different moods to fit your costume, product, or setting.

Self-discipline - to watch your weight, health, and grooming.

Determination - to overcome frustrations, disappointments, and hassles.

● KNOW THE KINDS OF MODELING:

Live modeling - employs about 90% of all models. This is most often "runway modeling," in which men and women walk on raised platforms to show off the latest styles. Live models often work at department stores, conventions, and trade shows.

Photographic model - models are photographed for illustrations, such as magazine covers, and for advertising. In advertising, models may be used to demonstrate a product, to show a product on a small part of the body (such as jewelry), or to show clothes.

Television modeling - is important and highly paid, but employs relatively few models.

● KNOW HOW TO TRAIN:

No formal educational requirements exist for models.

Developing poise, learning the kinds of makeup and clothing which help you look and feel your best, practicing good posture and an attractive walk, all are important in modeling. Sometimes commercial modeling courses can be helpful in these areas.

Talk to people in the fashion business: fashion photographers, advertising agency employees and department store fashion coordinators to get an estimate of your potential.

● **KNOW THE DISADVANTAGES:**

Modeling is not a life-long career. The average female model does not work as a model after 28. Men can't expect to work after 35.

Although there are about 60,000 models employed in the United States, many must work part-time at other jobs to make ends meet.

● **KNOW THE REWARDS:**

Modeling is exciting and glamorous. It can make you feel really good about yourself, and help you to feel that other people admire you and look up to you.

In a modeling career, you will have a chance to meet many interesting people.

● **KNOW WHAT YOU'LL EARN:**

Most full-time jobs for models are in New York, Chicago, or Los Angeles.

If you work for a clothing manufacturer or a store, you may earn from \$80.00 to \$200.00 per week.

Television models can earn a lot more, and can sometimes receive payment for each time a commercial is shown on TV.

Most models are not highly paid.

Above information adapted from Career World, March, 1976.

YOUR CHOICE:

3. MODELING AND FITNESS

Part of a model's responsibility to himself/herself is maintaining a body in good condition through diet and exercise. Read books and magazine articles on the relation of diet and exercise to fitness, then:

- a. Report to your class on exercises and activities which keep your body in shape. Include demonstrations if possible.

OR

- b. Participate in a panel discussion on DIETING AND TEENAGERS. Present one diet plan or method which you have read or heard about. Discuss these with other members of the panel. What kinds of diets are acceptable for junior high school students? What are some of the dangers in dieting?

4. DEMONSTRATE A PRODUCT

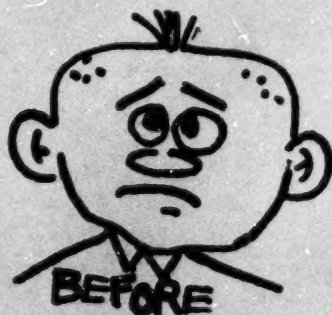
Models may demonstrate products in person, as in the department store sales of fitness products or kitchen gadgets, or may be photographed using a product, as in commercials for detergents that are kind to hands. In either case, the model is often putting his/her best feature to work for a certain product. Find examples of five different demonstration advertisements. Share them with your class, or with a small group of students, and tell which features or abilities of the model are most important in each one.

OR

Prepare a product demonstration yourself, choosing a product for which you feel you are well-suited.

5. BEFORE AND AFTER

Many advertisements for grooming products, weight-reducing aids, and hair stylists use before-and-after pictures, showing dramatic differences in appearances. Demonstrate to your class a before-and-after difference; accomplish your change with clothing, posture, makeup, changes in facial expression. You may work with a partner who creates and/or narrates the change.



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6



6. ARE MODELS REAL PEOPLE?

Only in the past five or ten years have members of ethnic groups been in demand in modeling. Minorities are now represented regularly in newspapers and magazines and on television. One effect of this has been an increased awareness that there are many kinds of beauty. What other effects can you think of?

Even more recently "plain" people, without beautiful faces and young, slender bodies, have begun to appear as models. What effect do you think this will have on the consumer?

COLLECT photographs of models which do not conform to the young, beautiful, white stereotype of the past. Create a poster or collage of these photographs and share it with your class. Include a statement of your feelings about the use of these models.

7. FASHION IS A MATTER OF CHOICE

There are so many different kinds of fashion today, from Paris haute couture to secondhand store look. Fashion has become a matter of self-expression; your clothes say something about you and about your life style.

Organize and/or participate in a different kind of fashion show, an "I Feel Best When I Wear ..." show. Each student may choose the kind of clothing that he or she feels best wearing. Write a brief description for a narrator to read while you model your outfit. Be sure to stand and walk as though you feel good.

8. MODELING AND YOU

In addition to modeling as an occupation, we can think of modeling as providing an example for other people. Models are imitated not only in appearance, but in habits, activities, values. "Betty Ford (Mrs. Gerald Ford) was a fashion model. How does she serve as a role model now? Think of someone who looks to you as a model--it might be a younger brother or sister, a friend, relative or neighbor. How can you be a really valuable model for that person? Share your thoughts with those of others in a class discussion, portray them in a drawing, or write a brief paragraph describing yourself as a role model.

9. POST TEST

Take the written POST TEST and discover how much you have learned about "Modeling--What It's All About."

PRETEST AND POST TEST

True - False

- T F 1. Being physically attractive is the most important requirement for modeling.
- T F 2. Television employs half of all models.
- T F 3. To become a model, you must attend a modeling school for six months.
- T F 4. Modeling is usually a life-long career.
- T F 5. Most models are not highly paid.

MODELING WORKSHEET

1. What kind of work is done by models?
2. What characteristics should a model have?
3. What are the training requirements for modeling?
4. What would you like about modeling?
5. What would you dislike about modeling?